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Illustration: Animals of Australia.

From Appletons' "Higher Geography."



## Vaccination.

The history of vaccination in New York is simple. The first resident vaccinated was Dr. Valentine Seaman in 1790. At first human virus used from arm to arm was the only kind known, but now bovine virus is more common. Bovine virus is not so certain as human virus, because it is impossible to tell when the calf that has yielded it ceases to supply efficacious virus.

The New York Dispensary introduced the bovine virus, and in one year made a profit of \$16,000 upon the sale and the use of it. This was in 1864. This fact became known and as the manner of procuring the vaccine matter from the calf is simple many people undertook the production of the remedy, which is now produced by hundreds of corporations, including the corporation of New York city, and reaching down to the humblest owners of domesticated cattle. All that is necessary is to shave the hair from the belly of a young calf and then after scarifying the skin so as to draw the blood, to inoculate the wound with virus from a calf already in use. A sore is thus produced without injury to the beast and after a week's time a store of vaccine matter flows from the abrasion. Goose quills that have been scraped so as to present a clean rough surface are rubbed in the fluid while the calf lies upon its back, with its limbs tethered so that it can neither hurt itself nor its captors. From 1,000 to 10,000 quills, varying with different calves, are thus provided with virus. They are not filled with the matter as is popularly supposed, but the outer surface of the quill is rubbed in the fluid, and it is allowed to dry there and to be wet with the moisture of the wound that the physician makes on the patient's arm.

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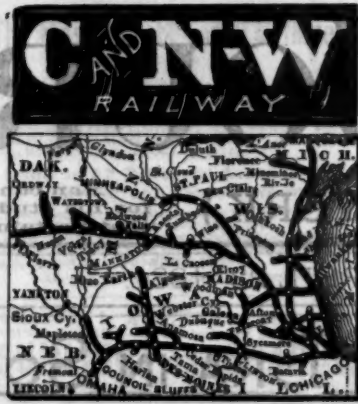
"I assure you it is true that he is entirely cured, and with nothing but Hop Bitters; and only ten days ago his doctors gave him up and said he must die!"

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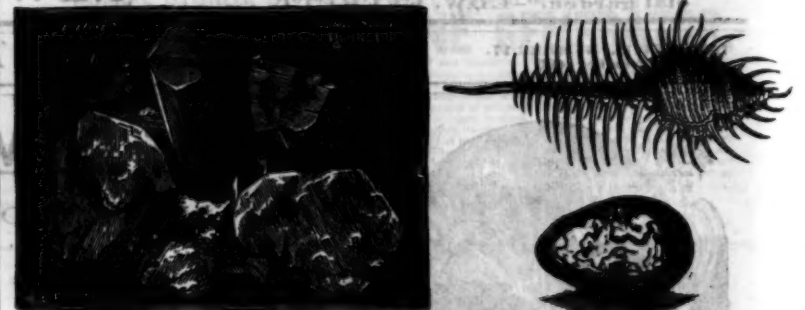
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New York, April 23, 1881.

### To All Those in Arrears.

We are pleased with the promptness with which many of the subscribers to the SCHOOL JOURNAL have responded to the subscription bills mailed to them last week. There still remain a large number from whom we have not heard. We would remind all who are yet in arrears on subscription account, that a remittance of the money would be esteemed a favor. Shall we not hear from all such during the next 10 days?

THE Teachers' U. S. Provident Society is making active progress. Inquiries are coming from all quarters. W. D. Myers, the secretary (21 Park Place), reports a deep interest. Applications are being received which will soon fill up the classes. It may be noted that fifty cents will secure \$500. As to the solid good character of the enterprise,

the publishers are willing to bear ample testimony.

We need a law restricting the practice of teaching to those who are graduates of educational schools. This is the case in this State respecting those who desire to practice medicine. In the Missouri Legislature it was proposed to restrict the practice of medicine to the possessors of medical diplomas. But an opponent declared: "It is a grave mistake to consider medicine a science. The only effective way to learn the practice of medicine is to practise it." There was a "Daniel come to judgment" for you! The best way to learn to deal out arsenic is to try it on the people! But that is just the way teaching is learned—at the present time.

### Compositions—So-Called.

It is not an unusual thing for teachers to set their older pupils to write a composition; it may be it is an essay for the "closing exercises." Now, the pupil has no thoughts, but instead has a collection of words and phrases in his head; and these are summoned out and put in rows. There are two or three mistakes about this procedure. The pupil is set to do what he has had no instruction in, and consequently what he cannot do. The product, if called a composition or essay, is misnamed. If received, both teacher and pupil are deceived.

"Compositions" are nothing more nor less than the thoughts of the pupil expressed in the clearest, straightest manner possible. Mark, they must be the positive conclusions of the pupil. And he must maintain his position by logic—hard-headed logic. "Fine-writing" is generally sought after, and this means sound and not sense. Here is an extract from an "Essay" of a graduate from an institution of no mean rank:

"He looks upon the lofty mountains with indifference, but his mind is possessed by and abashed with the wonderful magnificence of their scenery and grandeur." (If any one knows what this means let him tell the rest of us. But read on.) "He beholds the inaccessible pinnacles; the vivid gashes of ravines and precipices. He hears the roaring of the lofty trees, and exclaims, 'How sublime!' (Of course he does.) 'His works will be written on the gilded pages of history for the edification of those who may live after long years shall have rolled away.'"

This essay not only wastes time, paper and ink, but brains. It costs brains to do that sort of thing. That girl could have written something worth while if her teacher had taught her in a proper manner. But it is not undignified to write concerning the "Uses of Milk," though most persons think so; nor a mark of genius that one heads his piece "The Triumphs of Genius," though many people so consider on writing it.

Let the teacher give lessons on writing on the same principles he does in mathematics—such as are suited to the age and capacities of the pupil.

### The Child.

The teacher usually enters the school-room with erroneous ideas. And as he is usually generated this is not surprising. Coming to the conclusion that he will teach, he increases his technical attainments—he learns more geography, grammar, etc. He labors under the impression for years that the possession of more such facts renders him more capable in just that degree as a teacher. If he has twice as many facts as he once had, he is twice as capable—in his estimation. Now, this is an error that goes to the very root of things, and limits and distorts his view of his field of work. But, another error equal to or surpassing this is the idea that scholarship consists in a specific knowledge of facts, regardless of the power to use them to advantage on the minds of others. His idea of education for himself he makes a model for an education for his pupils. To know certain things is his effort in order to be admitted as a teacher; as, for example, that St. Petersburg is the capital of Russia. The main thought in acquiring this fact is, that he will be able to know when his pupils have acquired the same fact. That, possessing that fact, he is like a man with a key to a lock, or Archimedes with a lever seems never to have occurred to him.

But the fact of facts for him is the CHILD—his nature, his traits, his capacities. He has the ability to learn mathematics, and so the relations of figures must be understood in order to develop his mental powers. This is the central theme; the rules of grammar are at the circumference. Schools are not organized that the child may be made to acquire facts, though unfortunately this is all that too many of them do while in them.

The child, his benefit—that is the sole end and aim of education. How shall the child be made stronger and wiser? How shall he be best put "about his Father's business?" How shall he be enabled to make the most of his life on the globe? These are themes concerning which the teacher should examine himself; and to solve them he may find it needful to know grammar—and he may not.

### Examination Questions.

In the near future it will be said "that a rage for proposing questions seemed to have prevailed in the United States between 1850 and 1890—that it seemed to reach its culmination about the centennial year." The exact historian will aver that this question rage had a disastrous effect on the character and general scholarship of the teachers. And it is easy to see why this is so. A certain law office in Michigan was very successful in preparing candidates for examination; the method "leaked out." The questions given were taken down year by year by the law firm, and the students prepared on these. It was a quick method; but it did not make lawyers.

Each State has "questions for State Examinations," and a perusal of these does not give one a very excellent idea of the qualifi-



cations demanded of one who is permitted to teach in any school in the State. The method is essentially bad. It encourages *fragmentary* preparation. The only way to reform it is to throw it away altogether. In its place should be a well digested syllabus of subjects. In U. S. History, for example, there should be a number of topics—Spanish Explorations, French do., English do., Settlement of the Colonies.—Va., Md., Mass., Conn., R. I., N. H., N. Y., N. J., French and Indian War, etc. The subjects could be tabulated under a few hundred topics, and then at an examination ten or more of these could be selected.

But the *unfairness* of the questions is yet more objectionable. A man may know a subject well and yet be unable to answer a question that is pointed at some special part of that subject. Thus under the head of Civil Government we find this question: "By what provision does a nickel coin circulate for five cents, when it does not contain two cents worth of metal?" As ten questions are usually given out a failure in two or three would indicate a low degree of scholarship, when the proper conclusion would be that the maker of the questions had gone out of his way to invent a puzzle.

When a person is a pupil, when he is in a class, he may properly be questioned, for the object is to deepen, broaden, and sound his knowledge of certain subjects. When he applies for a place as teacher let him be required to write out his knowledge of those subjects. The same method should be employed in arithmetic.

For example, suppose the topic was this, "Explain the principles that underlie the changes to be wrought on fractions, and illustrate with examples." This would be much better than to give examples and require solutions. We have this question in a State Examination: "Bound Lake Michigan." Now if a map were required showing the States of Michigan and Wisconsin, their rivers and towns, the situation of the lake would be clearly shown.

Our territory is so large that when a method gets under way it is unusually adapted first and considered, if at all, afterward. The spelling classes were maintained in schools where reading even was at a discount.

And it will take some time to uproot the "Examination Questions." Quite portly volumes are filled with questions. Seriously, have the question-propounders ever considered what the exact relation between the ability to answer the questions and the fitness to teach? It is doubtful.

**CAL.**—Teachers of Healdsburg organized a local Teachers Institute for the purpose of discussing all matters pertaining to their profession, and more especially the best interests of our schools; the difficulties met with here and the best means to be adopted to overcome all obstacles to greater success. Principal A. G. Burnett was made chairman and Vice-Principal D. C. Clark, Secretary, Mrs. McCulloch and Miss O'Connor were appointed a Committee on order of business. The good results that are likely to flow from this action of our teachers can not be overestimated. It will not only have an important influence upon our city schools, but will stir up a new interest among the teachers engaged in the vicinity of Healdsburg. It may prove the beginning of a new era, in our local school history. Another important effect it is likely to have, is to prepare our teachers to be a power in the County Teachers' Institute at its regular meetings. They will go there fresh from their own local institute, full of interest, and with something to say, the result of careful thought, study and discussion. We hope this movement of the teachers will lead to a course of lectures to be held on some evening of the week in some public place under their auspices.—*Russian River Flag.*

## THE SCHOOL-ROOM.

For the SCHOOL JOURNAL.

### Studies in Synonyms, No. 6.

By PROF. CHARLES DOD.

6. ABIDE, SOJOURN, DWELL, LIVE, RESIDE, INHABIT. To ABIDE literally means to spend the night at a place; hence to make a short stay. "Let the damsel abide with us a few days."—*Gen. xxiv. 55.* In another sense (to be noticed in the next article) it is nearly equivalent to continue, as in "Let every man abide in the same calling."—*1 Cor. vii. 20.* But in the sense of passing a portion of one's life, it embraces a shorter period than any of its synonyms. To SOJOURN is literally to spend the day, that is, to spend a limited portion of time, at a place. To DWELL embraces the idea of perpetuity, and also of living under some kind of shelter. To LIVE is indefinite as to length of stay, and may be either with or without shelter. To RESIDE is to live in a mansion, as opposed to a humbler dwelling. INHABIT is RESIDE, used transitively.

#### QUESTIONS.

Which embraces the longer period of time—abide or sojourn? What two ideas are comprehended in dwell? How does live differ from dwell? Reside from live? Inhabit from reside?

#### EXERCISES.

(In the following sentences, let the pupil substitute the bracketed word for the one in italics, and explain the difference. Of course the teacher is to write on the board only one of the words.)

The angels *sojourned* [abode] with Lot one night.  
Abraham *abode* [sojourned] in the land of Canaan.  
The Israelites *sojourned* [dwelt] in the land of Goshen.  
The best medicine for dyspepsia is to *dwell* [live] in the open air.

The nomads of the desert *reside* [dwell or live] in tents.  
Savages *reside* [dwell or live] in the caves which nature has formed for them; civilized man erects structures which he can *dwell in* [reside in or inhabit].

The poor laborer has his hovel in which he can barely *reside* [live]; the rich landlord has his superb mansion in which he *lives* [resides] surrounded with pomp and luxury.  
Being obliged to remove my *dwellings* [habitation], I selected a convenient house in the street where the nobility *abode* [resided].

### 7. ABIDE, STAY, REMAIN, CONTINUE.

The idea of confining one's self to something is common to all these words. CONTINUE is applied to sameness of action; REMAIN to sameness of situation. We speak of continuing a certain course, of continuing to do or to be anything; but we remain in a position, in a house, in a town, in a condition, etc. There is more of will in continuing, more of necessity and circumstances in remaining. A person continues in office as long as he can discharge its duties. A sentinel remains at his post. Continue is opposed to cease; remain is opposed to go. Things continue in motion; they remain stationary.

STAY is, like remain, when used in this sense\*, expressive of continuance in a place; but remain is applied either to persons or to things, while stay is said of persons only. Staying is altogether voluntary, while remaining is often compulsory. Soldiers must remain where they are stationed; friends stay at one another's houses as visitors.

ABIDE is also voluntary, but it brings in the idea of constancy and perseverance, as when we speak of "an abiding faith," and "the patient abiding of the righteous," and "abiding by a promise." In the sense of bearing it has no connection with these synonyms; when it means to wait for, as in "I bide my time;" it is also foreign to our subject.

#### QUESTIONS.

In what do these words agree? How do continue and remain differ? Do we continue or remain in a house, town, condition, situation? Do we continue a certain course of action or remain in it? Which is more decidedly an act of the will? What other of these synonyms is also expressive of volition? Is stay applied to things? Is remain? Is stay applied to persons? Is remain? Do soldiers continue or remain or stay at their posts? Why? Abide, in the sense of staying, superadds what ideas? Does a person abide, stay, continue or remain in office? (Ans. Continue or stay by an exercise of his own will; remain by the sufferance of others.)

\*NOTE.—STAY is used in the sense of supporting, and also in the sense of hindering or repressing, in which cases it has nothing in common with the synonyms of this article.

#### EXERCISES.

I wish you would let things *stay* (remain) where I put them.

Many persons have been restored to life after having continued (remained) several hours in a state of suspended animation.

Now remain (abide) faith, hope and charity.

Many persons are of so restless a disposition that they cannot continue (stay or abide) long in a place without exhibiting symptoms of uneasiness.

During the civil war in the South many slaves remained (continued) faithful to their owners; but now they seldom continue (remain) long enough in their places to create any bond of attachment between master and servant.

Some Roman Catholic authors assert that vicious writers continue (remain) in purgatory as long as the influence of their writings remains (continues) upon posterity.

It is necessary for some species of wood to stay (remain) long in water in order to become seasoned.

I will be true to thee while life and thought abide (remain.)

### Danger.

By J. W. SKINNER.

While the son of New York is vexed over the perils arising from the filth of reeking streets it may be well to look at the dangers to which the children are subjected from the want of breathing space in school-rooms.

If a person subjected to the noxious exhalation of Norfolk street is stricken with typhoid fever, or if a weight falls on a man and crushes him, we think that is a matter of course. But if you put a living being under an exhausted receiver, or in a pit filled with carbonic acid gas, the mischief is just the same. No organ suffers, no muscle is crushed, no part is poisoned, yet life departs. And so far as air rendered unfit to support life, in that degree vitality is impaired. In this lies one main peril in the school-room. It is a danger that, unfortunately is not manifest. If foul air could be seen as pain as garbage on a thoroughfare, public sentiment might be aroused to apply a remedy. But the danger of the school-room are unfortunately lot of the visible sort. They are not directly cognizable by eyes or nose. Their approach is by mining and sapping the foundations, the intrenchments of health rather than by open demonstrations of force. The deadliest foe of teacher and scholar comes often times in the shape of a contributor to his warmth and comfort. In days of old the fire damp was the greatest enemy of the coal miner, because of its insidious nature. Now the Humphrey Davy lamp enables the miner to detect it, and be protected from explosion. But in the school-room there may be malarious properties in the air, gradually undermining health and nobody perceive it.

Science has, however, furnished us with a safe guard, in making us acquainted with the constitution of the air. It is now well known as part of the alphabet of Chemistry that air is composed mainly of Oxygen and Nitrogen in the proportion of about 20 parts of Oxygen to 80 parts of Nitrogen, with a trace of carbonic acid gas, etc. The Oxygen, (O) supports and is necessary to all life. Nitrogen, (N) is destructive of life. Life is like fire, and living is a form of burning. Every human body is a furnace, having a fire that never goes out. A fire will go out if the supply of fuel or the supply of O. is suspended. So will life. Put a candle lighted in a bottle and it will soon expire for want of air, O. Insert a card in the mouth of the bottle to allow a current down on one side and up and out the other, and the candle will burn to its socket. Fill a bottle with water. Invert it over a water bath. Send the breath into it by a syphon. Now, if you thrust a candle into it, the candle will go out at once. The air once breathed will not support combustion. It will not support life. If air once respired is mixed with pure air it is vitiated.

It has, when in the lungs been brought in contact with blood that was changed with carbon and the waste matters of the body. It parts with one fourth of oxygen. The blood has taken it to build up the body. It will take seven or eight hundred pounds of O. in a year, and it gives out in carbonic acid gas and watery vapor, an equal amount.

The breathing makes a rapid destruction of air. At each breath we take about a pint. Twenty respirations a minute use up about twenty pints a minute, and in an hour about twelve hundred pints or one hundred and fifty gallons,



about forty or fifty cubic feet. If this were all the air allowed the person breathing it would die in less than one hour by suffocation. A human being may live days without food, but not many minutes without air.

Hence, the inquiry is important, how much air is required in the school-room. In other words what should be the cubic space for each child. There should be enough in winter for a supply of air and for a short time, without changes.

Sanitarians say, that to be supplied with respiratory air in a fair state of purity every child ought to have at least eight hundred cubic feet of space, which ought to be freely accessible, by direct or indirect channels to the atmosphere. Yet how many schools are there where one hundred cubic feet of air is allowed to each person!

In a room thirty feet by thirty and eight feet high, there are 7,200 cubic feet of space. Let it hold sixty children. They will consume the air in twelve minutes. Yet they are compelled to remain in it for an hour. Let any one enter the room from the fresh air and the foulness is unendurable. Those remaining in are only sensible of want of energy. Yet it must affect the health. Statistical inquiries on mortality prove beyond a doubt, that of the causes of death which are usually in action, impurity of the air is most important.

It rests with teachers to protect themselves. Calculate the cubic space of your school-room. Ascertain the average space for each scholar. If there is not enough air space apply for a remedy to the proper authorities. There are two ways of increasing a fraction. You can divide the denominator or multiply the numerator. So get larger rooms, or take smaller classes.

### Valuable Suggestions.

The following circular has been sent to every school in Chenango County, N. Y., by the School Commissioners of the County.

After carefully studying the needs of our schools, and becoming convinced that there is a lack in the work of preparing our pupils for intelligent citizenship, we have prepared the following questions as a partial guide to teachers, to assist them in this very desirable undertaking:

*First.*—Name the different offices in each town, and the duties of each.

*Second.*—Name the different county offices, the term of office and the duties of each.

*Third.*—Give the number of State officers in New York, the duties of each, the length of time each holds office; also name the present incumbents.

*Fourth.*—Tell how the President is elected; give title and name his cabinet officers.

*Fifth.*—State the number of Judges in the Supreme Court of the United States; how they obtain their position, and how long they continue in office; also name the present incumbents and the States they are from.

*Sixth.*—What are the various courts of the State of New York?

*Seventh.*—In what judicial district of New York is Chenango County; what counties comprise this district? Give the number of judges, term of office, president incumbent, and what counties they are from.

*Eighth.*—State the duties of the Grand and Trial Juries.

*Ninth.*—What are the necessary qualifications to become eligible to the office of President of the United States, United States Senator and Member of the House of Representatives?

*Tenth.*—Of what two houses does the State Legislature consist? Tell how many members in each house also how often the Legislature meets.

*Eleventh.*—In what congressional district is Chenango County? How many counties comprise it? Who is our present representative?

*Twelfth.*—How many U. S. Senators has each State? How are they elected? Name the present Senators from New York.

*Thirteenth.*—What is the constitution of a State or County?

*Fourteenth.*—Into what three departments is our government divided?

*Fifteenth.*—What becomes of a law passed in violation of the Constitution?

*Sixteenth.*—What is the veto of the executive?

*Seventeenth.*—How many Mints in the U. S.? Where are they located?

*Eighteenth.*—Explain the postal service of the U. S.

*Nineteenth.*—What is the name of the Superintendent of Public Instruction?

*Twentieth.*—State when the school year commences, and how many days of school must each district have annually in order to draw public money.

### Writing in Public Schools.

"Considering the importance of a good handwriting, either as a business qualification, or as an accomplishment, it is always a matter of surprise that it receives, as a rule, so little consideration at the hands of public school boards and officers, as well as by teachers.

"It is rare, if ever, that a candidate for a position as teacher in a public school is questioned regarding their style of writing, or knowledge and capability of teaching it to their pupils; we believe that it is largely due to this indifference on the part of the responsible school officers of the country that writing is so poorly and unsuccessfully taught in our common schools. If a good hand writing and some analytical knowledge of writing and the proper mode of teaching it were made an essential feature in the examinations of candidates for teaching, and certificates were resolutely withheld from all who were in this respect deficient, and were subsequently held responsible for a fair proficiency by their pupils, we should very soon see a marked change for the better in this important branch of education; and the pupils of our public school would, as a rule become good practical writers, instead of, as at present, very bad writers.

"The old, and very prevalent notion, that only certain ones having a 'special gift' could become accomplished writers, and that they were bound to do so anyhow, is about played out, and should be so entirely, for nothing can be more false and pernicious. The same ability and effort that will enable a pupil to attain to proficiency in any other branch of education, if properly aided by skillful instructors, will enable him to become a good writer, and the sooner this is recognized as a fact, and so treated by teachers and school officers, the sooner will writing assume its proper place in the curriculum of our public school, and will be treated both as an art and science, to be acquired as much by study as by practice, and as being fully within the power of every pupil to acquire."—*Penman's Art Journal*.

### Questions for Examination of Teachers in Indiana, Feb., 1881.

#### WRITING.

1. For what two purposes may the blackboard be used in writing?
2. What is the distinction between the finger movement and the arm movement in writing?
3. Make and name the curved lines used in the small letters?
4. What is the height of the small letter *i* compared with *e*? The small letter *d* compared with *a*?
5. How should the space between sentences compare with the space between the words of a sentence?
6. Write the following lines as a specimen of your hand-writing:  
"How sweet the moonlight sleeps upon this bank!  
Here will we sit, and let the sound of music  
Creep into our ears; soft stillness and the night  
Become the touches of sweet harmony."

#### READING.

1. State the steps to be taken by the teacher in teaching pupils to read a selection in the Fourth Reader.
2. What are the steps that should be taken by the teacher in teaching a word unknown both as to its meaning and pronunciation, to a class in the Fourth Reader?
3. Read:  
"Soldier rest! Thy warfare o'er,  
Sleep the sleep that knows not breaking;  
Dream of battlefields no more,  
Days of danger, nights of waking."  
a. Before the class can read intelligently the selection in the reader beginning with this stanza what information should be given to them by the teacher?  
b. How would you awaken a desire in them to read the rest of the story?  
c. What purpose should the teacher have in teaching this lesson, other than that of making the pupils able to read this selection correctly?
4. Express in your own language the thought in this stanza.
5. Indicate the pronunciation by the use of diacritical

marks of the following words: Soldier, Funeral, Wisdom, There, Last.

#### SPELLING.

Spell twenty words selected by the superintendent.

#### ARITHMETIC.

1. Reduce 3 mi. 23 rd. 3 yd. to feet. By analysis.
2. Divide the sum of  $1\frac{1}{2}$  and  $1\frac{1}{4}$  by their difference.
3. When it is 8 A.M., June 25th, at a city "A," situated in long. 5° 55' East, what is the time at a city "B," situated in long. 87° 50' West?
4. An agent receives \$272.95 with which to buy coffee; deducting his commission, 3%, how many pounds can he purchase at 10c. per pound?
5. A owes \$371 due in 9 mo., without interest. Should he pay the debt now with \$345, would he gain or lose, money being worth 8% per annum? How much?
6. What will be the cost of 10 liters of wine at \$35.06 a hectoliter?
7. If  $1\frac{1}{2}$  yds. of cloth cost \$3, what will  $1\frac{1}{2}$  yd. cost? By analysis.
8. What will 18 yds. of cloth cost at the rate of 2c. for the first yard, 5c. for the second, 8c. for the third and so on, at the same rate of increase for the whole number of yds?
9. What is the volume of a cone whose slant height is 13 ft., and radius of the base 5 ft.
10. (a) In teaching arithmetic what object is to be attained by requiring a pupil to give the rule for a solution? (b) What is to be attained by requiring the analysis of the solution?

#### GRAMMAR.

1. What is the subject of a sentence? Predicate?
2. Define the clauses into which sentences are divided as to form?
3. What is the distinction between the conjugation of a verb and the synopsis of a verb?
4. What is the distinction in the use of Should and Would?
5. Write a sentence containing a conjunctive adverb and parse the adverb.
6. Write a sentence containing a co-ordinate conjunction and a participial phrase and then analyze the sentence.
7. Write a sentence containing a comma and a semi-colon and give the rule for the use of each.
8. Correct: I have failed though I should have succeeded. She teaches six hours a day and flirts the balance of the time.
9. In the sentence above parse "hours" and "flirts."
10. What is the difference between "Language Lessons" and "Grammar"?

#### GEOGRAPHY.

1. Describe the formation of a delta. What is the largest delta in Asia?
2. What is Geography? How does it differ from Geology?
3. By what other name is Ireland frequently called? What causes the condition upon which this name depends?
4. Name the capitals of the States formed from the Northwest Territory, in the order in which the States were admitted.
5. Locate the islands of St. Helena and Juan Fernandez. For what is each celebrated?
6. Name three large and important portions of the land surface of the earth that lie south of the Equator.
7. What two lakes are regarded as the source of the Nile?
8. Which is the most densely populated country of Europe? Which is the least so?
9. Name five of the chief productions of China, agricultural or manufactured.
- 10.

Country	Capital	Oh'r river	Mount's	Gov't	Title ruler
Hindustan					
Hungary					

#### HISTORY.

1. Why should a teacher of history be familiar with more than one book on the subject?
2. Name three mental faculties which are cultivated by the study of history.
3. Tell the story of De Soto in America.
4. Describe the first charter or constitution for the government of the Carolinas.
5. Who was Aaron Burr?
6. Who were the Hessians engaged in the Revolutionary war?



7. Name two serious defects of the Articles of Confederation, 1775.

8. Name the three most important American inventions.

9. What is the Monroe Doctrine?

10. (a) What was the Seminole war of 1835 and (b) how did it end?

#### PHYSIOLOGY.

1. By what experiment can you prove that bones grow?

2. At what part of the day is a person the tallest? Why?

3. What is the effect of sleep on the temperature of the body? What in nutrition?

4. What impurities naturally gather in the skin? How should they be removed?

5. Why is unbolted flour more nutritious, as a rule, than bolted flour?

6. Name two advantages resulting from the use of coffee.

7. If all the articles eaten are digestible, which is the better, a meal made up of various articles, or made of one single article? Why?

8. Name the parts of the body in which the pulse may be felt.

9. Upon what element in the blood does the oxygen act especially?

10. What is the medulla oblongata? What three important organs derive their special nervous power from it?

#### THEORY AND PRACTICE.

Write a page or more on the assigning of text-book lessons, stating (1) the ends to be secured, including methods of preparation and needed assistance, (2) the time which may be thus used by the teacher; (3) the errors commonly made by teachers in assigning lessons, etc.

#### How to Secure Obedience.

You cannot get it by demanding or claiming it; by declaring that you will have it; or even by explaining to your scholars how useful and indispensable it is. Obedience is a habit, and must be learned like other habits, rather by practice than by theory; by being orderly, not by talking about order.

There are some things on which it is well to draw out the intelligence and sympathies of a child, and to make him understand the full reason and motive of what you do. But on this point, I would not, except on rare and special occasions, enter into any discussions, or offer any explanations. All entreaty—Now do give me your attention;—all self-assertion—I will have order;—all threats—If you don't attend to me, I will punish you;—are in themselves signs of weakness. They beget and propagate disobedience; they never really correct it. All noise and shouting aggravate the evil, and utterly fail to produce more than a temporary lull at best.

He who in quest of silence 'silence' hoots,

Is apt to make the hubbub he imputes."

All talk about discipline in a school is in fact mischievous. To say 'I ought to be obeyed' is to assume that a child's knowledge is to be the measure of his obedience, to invite him to discuss the grounds of your authority, perhaps to dispute it. A nation, we know, is in an abnormal state while its members are debating the rights of man or the fundamental principles of government. There should be underlying all movement and political activity, a settled respect for law and a feeling that law once made must be obeyed. So no family life of a right kind is possible, if the members ever treat the authority of the parent as an open question.

The duty of obeying is not so much a thing to be learned *per se*. It must be learned before the learning of anything else becomes possible. It is like food or air in relation to our bodily lives; not a thing to be sought for and possessed for itself, but an antecedent condition, without which all other possessions become impossible. So it is not well in laying down a school rule to say anything about the penalty which will fall upon those who transgress it. Show that you do not expect transgression; and then, if it comes treat it—as far as you can with perfect candour and honesty do so—as something which surprises and disappoints you; and for which you must apply some remedy rather for the scholar's sake than your own.

Now the first way to secure obedience to commands is to make every rule and regulation you lay down the subject of careful previous thought. Determine on the best course and be sure you are right. Then you will gain confidence in yourself, and without such confidence authority is impossible. Be sure that if you have any secret misgivings as to the wisdom of the order you give or as to your own power ultimately to enforce it, that misgiving

will reveal itself in some subtle way, and your order will not be obeyed. An unpremeditated or an indefinite command—one the full significance of which you yourself have not understood—often proves to be a mistake, and has to be retracted. And every time you retract an order, your authority is weakened. Never give a command unless you are sure you can enforce it, nor unless you mean to see that it is obeyed. You must not shrink from any trouble which may be necessary to carry out a regulation you have once laid down. It may involve more trouble than you were prepared for; but that trouble you are bound to take in your scholar's interest and in your own. We must not evade the consequences of our own orders, even when we did not foresee or even desire all of them. The law once laid down should be regarded as a sacred thing, binding the lawgiver as much as the subject. Every breach of it on the scholar's part, and all wavering or evasion in the enforcement of it on your own, puts a premium on future disobedience and goes far to weaken in the whole of your pupils a sense of the sacredness of law.

And when rules and orders descend to details, your supervision should be so perfect, that you will certainly know whether in all these details the orders have been obeyed or not. Unless you can make arrangements for detecting a breach of law with certainty, do not lay down a law at all. It may be replied to this, that an attitude of habitual suspicion is not favorable to the cultivation of self-respect in a scholar; and that you want often to trust him, and show you rely on his honor. True. The development of the conscience and of the sentiment of honor is one of your highest duties; but in cases where you can safely appeal to the sense of honor, it is not a command which is wanted, but a wish, a principle, a request. You explain that a certain course of action is right or desirable or honorable in itself; and you say to your scholar, 'Now I think you see what I mean; I shall trust you to do it.' That is, you part in some degree with your own prerogative as a governor, and invite him to take a share in his self-government. But you do not put your wishes into the form of a command in this case. Commands are for those in whom the capacity for self-command is imperfectly developed; and in their case vigilance does not imply suspicion; it is for them absolutely needful to know that when you say a thing has to be done, you mean for certain to know whether it is done or not. Involuntary and mechanical obedience has to be learned first; the habit of conscious, voluntary rational obedience will come by slow degrees.—From J. G. FROX'S *Lectures*.

#### Objective Teaching.

What is objective teaching? how does it differ from ordinary instruction? what subjects can be taught objectively? and what are its peculiar advantages?

Objective teaching consists in presenting subjects so that the child can comprehend the ideas to be gained by means of his senses or by an appeal to his past experience and an association of known ideas with new ones. All subjects can be taught more or less objectively. Some are particularly adapted to this method of teaching; in fact, comparatively little can be known of them unless taught in this way—among these are primary zoology, botany, geography and physiology; while others, as grammar, reading, spelling and writing, seem at first to be abstract, yet these should be taught in a similar way, using words principally as objects of study.

The advantages of this method in teaching all branches are, that the child's mind is cultivated properly; his faculties are developed in the order of nature; there is no distortion or undue development of one faculty at the expense of another. Children become exceedingly interested in subjects taught in this way, because they have something to do to employ their hands and eyes as well as their brain; hence they will learn more readily and comprehend better than if the subject were presented abstractly. If the proper method is used, the teacher aids the child to discover the more important facts in connection with the subject, and encourages him to express his thoughts in words, thus cultivating correct forms of expression. This result is of the greatest importance, for the incorrect use of language arises as much from indistinct or half-formed impressions as from hearing it used incorrectly by others. Inasmuch as one of the chief aims of primary teaching is to lay the foundation for work in the higher branches, this course of training is eminently successful; as by it the child is taught to think independently for himself, to as-

sociate ideas, to observe, and to express his thoughts in his own language.

Teachers often observe the effect of objective teaching, and not having had experience of preparation for the work, attempt to give instruction, and after repeated failures become discouraged, abandon the system and consider it unsuccessful; while they themselves are at fault in undertaking without special training the most systematic and delicate manner of imparting knowledge, and the one that especially requires peculiar preparation and thought in order to be successful.

We will now speak particularly of some of the requisites for objective teaching. These are (1) a thorough general knowledge of the common school branches, and also the elements of the sciences; (2) a knowledge of the laws of mental growth, so that the subject matter may be presented in a proper way to develop the faculties of the child in a natural and systematic order; (3) careful and thorough study of the best methods of communicating knowledge in such a way as to lead a child to make proper use of his faculties, and to observe, think, and therefrom draw conclusions for himself.

To furnish such instruction is the special province of normal schools, and the best mode of imparting this is to make it exceedingly practical by having oral and written lessons, illustrating certain points of theory, and afterwards subjected to criticism by the teacher and class.

The principles underlying the true method of objective teaching are those derived from the theories of Pestalozzi, who declared that "the culture of the outer and inner senses is the absolute foundation of all knowledge—the first and highest principle of instruction." These ought to be thoroughly understood by the teacher, and kept constantly before him in his work, being regarded as a standard by which every lesson, and, in fact, every part of every lesson, is to be tested.

#### What Makes a Good Teacher.

The foremost need in every true or great work is the worker—the man or woman with the Will and the Wisdom for the task. These two stand for, if they do not inclose, the two great classes of qualifications of the true teacher. The first sums up the personal characteristics; the second embraces the special acquirements.

*Intellectual activity and vivacity.* Teaching is a mental act, and the higher the teaching the higher the activity involved. The mind which sees nothing in the lesson can teach nothing. The truth must melt and glow in the teacher's thought ere it can flow as molten gold into the minds of the pupils. Some minds awaken quickly and some only with long and patient study, but the teacher must be awake who would awake his pupils. Next to the ardent purpose and fervent zeal, the clear and vivid thought is the highest quality and force in teaching. It may come from native genius, but it comes most frequently from the stimulating power of a well studied theme. The teacher who is not rich in thought by nature must study and muse upon his lesson till the fire burns.

*A good manner.* A teacher is a living lesson, and his looks and actions are visible speech. His character, motives, opinions and feelings are judged by his manner. This acts as a silent force, attracting or repelling, adding weight or weakness to all he says. Children are severe critics of deportment. They may not understand our speech but they read with a glance our faces. He must wear a double mask who will escape the judgment of childhood. Let the teacher be what he would seem, and seem what he is.

*Presence of mind.*—A mind consciously present to all that is transpiring in the class, and consciously alert to meet every emergency. The whole man must be present in this encounter, this confronting of teacher and pupils. The keen eye must watch every movement, the quick ear must catch each inflection, the ready mind must grasp every changing mood and movement, and the alert intelligence must meet with fitting word and look each manifestation. Absence of mind in the presence of children is the abdication of all control over them. Here, if anywhere, the true teacher keeps all his faculties about him.

*Self-control or self-mastery.* This means more than presence of mind. It means such a mastery over the faculties and feelings that they can not be thrown into panic or roused into riotous revolt. Self-control is the first and fundamental condition of controlling others. The teacher ought neither to be forced into mirth, nor driven to a show of anger without his own consent. Offended,



surprised, shocked, insulted or amused, he must be able to keep silent except when the calm reason bids him speak; and as it bids. It is the immobility of the Sphinx's face that makes it seem so wondrous strong and impressive. Self-control is the accepted sign of strength of character. It is the safeguard against inner weakness and outer force.

**Special acquirements** are the teacher's implements; his personal characteristics are the parts of himself. As the soldier without weapons, the mechanic without tools and the farmer without seed, so is the teacher without knowledge, learning, wisdom.

**General knowledge.** The teacher should be a fountain—the fuller the better—not to deluge the pupils with a continuous outpour, but to give resource and power to the instruction. The full teacher teaches easily and with a constant charm. He may say little but the little means much. The height and force of the fountain-head is felt in the tiniest outflow.

**Knowledge of the day's lesson** is knowledge of the task in hand. Its necessity needs no proof. How shall one walk who sees neither the path nor the end of his journey? The teacher who must learn the lesson and teach it at the same moment carries double weight. He is like one required to look before and behind him at once. His force is wasted in quick turning and he sees nothing. His general knowledge may aid him to say something, but the lesson of the hour is lost wholly, or is so belittled as to give no hint of its real power or richness. The unprepared teacher sits before his class, a spectacle of sorry weakness, when he should have come full of the play of conscious power. Like Samson shorn of his locks, he grinds wearily in the mill.

**Picturesque knowledge.** Every fact reflects the likeness of some other fact. It is by the key of resemblance that we unlock the door of the unknown, and enter ourselves, or lead in others. The great thinkers, writers, teachers, are always imaginative, picturesque, poetic. They see truth in its many sided relationships and correspondences.

**Knowledge in speech.** Men talk plainly about what is plain to them. So the teacher's power over words can only follow power over his lessons and themes. His language will gain in simplicity as his ideas gain in clearness and vivid power. Clear speech is like clear glass, it lets in all the light and heat from without and lets forth all the seeing power within.

If the foregoing shall seem too high a portraiture of the teacher's needful qualifications, be it remembered that their full perfection is not prerequisite to a beginning of his work, for then the world must remain without teachers. Only some degree of each of these qualifications must be possessed—the higher the degree the better the teacher, and the greater his power and success.

It may inspire the reader to a more willing and ardent pursuit of these qualifications, if he notes that they are also the qualities and acquirements of the highest and noblest type of manhood and womanhood. In describing the true teacher one paints the sublimest type of humanity.—J. M. GREGORY, LL.D., in *Nat. S. S. Teacher*.

### Attention.

The power of attention should be carefully trained in childhood. It is one of the most important of the mental powers, for upon its activity depends the efficiency of each one of the specific faculties. Mental power is, to a large extent, the power of attention; and genius has been defined as "nothing but continued attention."

The following suggestions will indicate to the teacher the methods by which the power of attention can be cultivated.

1. Have pupils to observe objects closely.
2. Require them always to study with close attention.
3. Read long sentences and have pupils write them.
4. Read quite long combinations in mental arithmetic, and have pupils repeat them.
5. Mathematical studies are especially valuable in cultivating the power of attention.

The following suggestions are made to aid a teacher in securing the attention of his pupils:

1. Manifest an interest in the subject you are teaching.
2. Be clear in your thought, and ready in your expression.
3. Speak in a natural tone, with variety and flexibility of voice.
4. Let your position before the class be usually a standing one.

5. Teach without a book as far as possible.
6. Assign subjects promiscuously, when necessary.
7. Use the concrete method of instruction, when possible.
8. Vary your methods, as variety is attractive to children.
9. Determine to secure their attention at all hazards.—EDWARD BROOKS.

### School Government.

Secure obedience in a quiet, mysterious manner. Not those who make the most noise, govern the most. A quiet teacher, a quiet school. If a command is always given in a mild tone of voice, the scholar will not wait for anything violent before he obeys. Do not let the children feel that you expect naughtiness from them.

The principal of a school, on making her usual round of inspection, discovered one of the habitually bad boys standing on the platform. Wondering what new piece of mischief his brain had devised and his fingers worked out, she gravely approached the little sinner:

"Johnny what are you here for, now?" "Nothin'." (More gravely,) "What are you standing here for?" "Nothin'."

"What put you here?" "She!" (with a wag of the head toward a young teacher.)

"New Johnny, tell me why she put you here if you were not naughty."

"Cos she was afraid I would be!"

Show a sympathy for the pupils. We must not measure them by a man's standard. They are young, and need our compassion and care. Some are slow and need encouragement, which calls for patience, that great quality so necessary to fit one for the position of teacher.

As well as teaching obedience to those in authority, the teacher ought also to cultivate the conscience, which shall enable him to observe his own character. Give him a high moral aim. In order to do this, consider the move as everything. A teacher may stimulate the child to performance of right actions by the offer of prizes; but he should also appeal to some higher motive than the mere attainment of a reward. The teacher may know of some desire which is a stronger motive power than any other, and may accomplish everything through it; but every time he obtains a right action through its means, the desire increases, and the right motive being in active, weakens.

Children, those of higher grades in particular, think certain acts done in school are not wrong. Strive to cultivate a school conscience.—Primary Teacher.

### Things to Tell the Scholars.

(PREPARED FOR THE N. Y. SCHOOL JOURNAL.)

**THE TRANSVAAL.**—By the terms of peace they will revert to the state of independence which was guaranteed them by treaty in 1852, and of which they were deprived in 1877 by the British Government. For three years after the violation of the solemn treaty by which the independence of the Transvaal had been acknowledged, the Hollander was quieted by the conviction that a Liberal Ministry would redress their wrongs. But for some time after his accession to power Mr. Gladstone seemed to have entirely forgotten his promises in this regard. Nor was anything done until the Boers, driven to desperation by the delays of the British Government, determined, like the American colonists in 1776, to take into their own hands the upholding of their liberties.

**THE GALLEY SLAVE.**—It is, perhaps, not known that John Knox was two years a French prisoner, and was confined to the galleys. In his inaugural address as rector of the university at St. Andrews, Mr. Froude related the following incident: "Many years ago, when I first studied the history of the Reformation in Scotland, I read a story of a slave in a French galley, who was bending wearily over his oar. The day was breaking, and rising, out of the gray waters a line of cliffs was visible, and the white houses of a town and a church tower. The rower was a man unused to such services worn with toil and watching, and likely, it was thought, to die. A companion touched him, pointed to the shore, and asked him if he knew it. 'Yes,' he answered, 'I know it well. I see the steeple of that place where God first opened my mouth in public to his glory; and I know that, howsoever weak I now appear, I shall not depart out of this life till my tongue glorify His name in the same place.' 'Gentlemen, that town was St. Andrews; that galley slave

was John Knox; and we know that he did come back, and did glorify God in this place.'"

**FIVE RISING YOUNG MEN.**—In the darkest year of the war, five young men were sworn in as newly elected representatives in the 38th Congress. James A. Garfield was 32 years of age, and born in Cuyahoga County, Ohio. James G. Blaine was 33, and born in Pennsylvania; William R. Allison was 34, and born in Perry, Ohio; James F. Wilson was 35, and born in Newark, Ohio; and William Windom was 36, and born in Belmont, Ohio. Mr. Windom alone had served before; all the others then entered Congress for the first time. Four were born in Ohio, though the five then represented four different states. They came to know each other well. The fierce struggle of civil war, the glories of victory, the anxieties and doubts of reconstruction, they shared together. To day, the youngest of the five is President. The next in years, his former speaker, becomes his Secretary of State. The oldest in years and service becomes his Secretary of Treasury, because the third in years declined. And the fifth member of this group, Mr. Wilson of Iowa, will probably take the seat in the Senate vacated by Iowa's war Governor, Kirkwood, who becomes President Garfield's Secretary of the Interior. With two in the Senate, two in the Cabinet and one in the White House, the little party of five young men of 1863 will have some part in the government.

For the SCHOOL JOURNAL.

### Golden Thoughts.

THE heart has reasons that reason does not understand.—BOSSUET.

Not knowledge but a thirst for knowledge is what we wish to impart.

Not how much your children learn, but the spirit in which they learn.

Our common schools need more practical work. There is too much routine.

CONTENTMENT consisteth not in adding more fuel, but in taking away some fire.—FULLER.

LIFE is not so short but that there is always time enough for courtesy. Self-command is the main elegance.—EMERSON.

A father's council and a mother's prayers will sink deeper into the heart of a child than any other influence under heaven.

ADVANCED reading by young children is exceedingly injurious. It becomes mere parrot work—words without ideas,—sound without sense.

MISDIRECTED labor is but waste of activity. The person who would succeed is like a marksman firing at a target; if his shots miss the mark they are a waste of powder.

TEACH your child to dread staining his soul with a lie; with obscenity or profanity more than he dreads physical pain. This will make him refined, while flogging will only brutalize him.

O door of Paradise!

Thou art so wide thou canst admit us all,  
So narrow sin may never through thee crawl.

—A. E. HAMILTON.

It has been well said that no man ever sank under the burden of the day. It is when to-morrow's burden is added to the burden of to-day that the weight is more than a man can bear.—GEORGE MACDONALD.

We are told that we must become as children to enter into the kingdom of heaven; methinks we should also become as children to know what delight there is in our heritage of the earth.—BULWER-LYTTON.

God save us from ourselves! We carry within us the elements of hell if we but choose to make them such. Ahab, Judas, Nero, Borgia, Herod—all were once prattling infants in happy mothers' arms.—AUSTIN PHELPS.

A sound education is the surest pathway in all pursuits. Statistics show that the educated man will, on the average, be as far advanced in his career at thirty-five as the uneducated at forty-five, or even fifty years of age. Not one out of every ten uneducated men achieves success.

Do you ask what will educate your son? Your example will educate him; your conversation with friends; the business he sees you transact; the liking and dislikings he hears you express—these will educate him. The society you live in will educate him. Education goes on at every instant of time; you can never stop it.



## EDUCATIONAL NOTES

## NEW YORK CITY.

THE BOARD OF EDUCATION met April 30.

Mr. Bell was excused for absence to June 20. The trustees Twelfth ward report award of contract for G. S. 72 for \$49,470. Trustees of Nineteenth ward award contract for furniture for G. S. 73 to Baker, Pratt & Co.—\$6,642.

City Supt. Jasper reports for month of March:

No. classes examined	319
" " found excellent in instruction	210
" " " good " " "	107
" " " fair " " "	2
" " " excellent " discipline	294
" " " good " " "	38
" schools found excellent in general management	21
" schools " good " " "	3
" pupils on register	127,684
" " over March, '80	2,597
" " in average attendance	113,186
" " less March, '80	312

He also recommends the removal of two teachers in the Nineteenth ward.

Mr. Wetmore asked for \$3,000 in a letter of credit for the Supt. of the Nautical School for expenses of trip of St. Mary's school ship.

The Finance Committee reported against purchasing 193 Bedford street (to make an addition to G. S. No. 3.) Mr. Wickham moved to strike out the arguments of the committee. Mr. Crawford was called to the chair and a lively debate ensued. Mr. Wickham said the committee had no right to review the action of another committee, their duty was to state whether they had financial ability. Mr. Walker opposed this ground; the committee had a right to express their views, yet he was in favor of purchasing. Mr. Dowd declared the duty of the committee to be to give its view as to the advisability of expending the money of the Board; the financial ability could be obtained from the auditor. This was the view of Mr. Vermilye and of Mr. Kelly. The motion of Mr. Wickham prevailed. John F. Walsh and George F. Vetter were nominated trustees for the Seventh and Eighth wards respectively in place of Messrs. Breen and Brosnan.

The same committee recommend appropriating \$7,895 to furnish G. S. 74 (Baker, Pratt & Co.) but state that N. Johnson offered the same at \$7,256.

Messrs. Dowd, Kelly and Vermilye asked to be excused from further service on the Finance Committee, and stated their points with force. This brought out those who had objected to their recommendations. It was declared emphatically that no disrespect was intended. Motion tabled.

**THE ART STUDENTS' LEAGUE.**—The annual meeting of the Art Students' League was held April 18. The officers elected for the ensuing year are, Mr. Wm. St. J. Harper, President; Miss A. B. Folger, and Mr. Robert F. Bloodgood, Vice-Presidents; Mr. F. S. Church, Miss A. R. Miles, and Mr. B. N. Mitchell, members of the Board of Control. These officers appoint the other six members of the board, making twelve in all, who will have the direction of the school for the next year. The society also elected Mr. Walter Shirlaw, and Mr. Wm. M. Chase, honorary members. The annual report of the officers showed that the Classes opened October 4, and have been in session 9½ hours daily since that date; that Life Classes have been open 8½ a day, 3 hours in the morning for the gentlemen, 3 hours in the afternoon for the ladies, and 2½ hours in the evening for gentlemen, making the total number of hours devoted to study from the nude model in each 51. The membership of the society now numbers 110. 325 students have studied in the different classes during the season, a considerable increase over last season. The cost of maintaining the classes for the school year will be over \$7,000, including \$1,100 paid to models, \$1,900 for rent, gas, etc., and over \$5,000 for salaries of professors and running expenses. The total income from membership fees and students' class dues will be about \$8,900 for the season, leaving surplus of about \$1,500 over expenses.

The Teachers' Association held its monthly meeting at Steinway Hall, on Saturday, April 23d. A most interesting lecture was delivered by Lieutenant Commander Gorringe on "The Obelisk and African Archaeology." The hall was crowded to its utmost capacity. The lecturer said that the

obelisk, the pyramid and the sphinx are the three most characteristic forms of ancient Egyptian monuments. The obelisk is regarded as the symbol of the creative power, the pyramid as the symbol of death, the sphinx as the combination of intellectual and physical force. One of the most striking features of these ancient Egyptian symbols is the enormous dimensions of some of them. The pyramid contains 6½ millions of tons of hewn stone. An idea may be formed of the great sphinx by remembering that the length of its nose is equal to the average height of a man. The largest obelisk still stands at Karnak, where it was erected by Queen Hatshepsut about thirty-five centuries ago, and it is more than one and three-quarters the height and weight of the one in Central Park.

Commander Gorringe presented a number of views of obelisks. The ancient Egyptian obelisks, he said, were originally monoliths, and were all quarried at Syene, on the banks of the Nile, about 650 miles from the sea. The wonderful preservation of the Egyptian monuments is due to the material of which they are made, and not to the climate. It is only during the summer afternoon, after the thunder showers, that the sun has an opportunity to exert his powerful influence on a moist surface, and this is the reason he turned the face of the obelisk to the west.

He then described the African Colosseum of Ti-dra, the Island of Djérabah, the fine cities of the ancient Pentapolis, illustrating the famous mountain of Apollo, the ruins of Ptolemais and the ruins of Imgherius by photographs.

## ELSEWHERE.

LAST year's income at Girard College, at Philadelphia, amounted to \$886,793.

MR. JOSEPH WHARTON, of Philadelphia, has given \$150,000 to the University of Pennsylvania, to found a department to instruct young men in the theories and principles of business.

MINNESOTA.—The Normal School Board unanimously adopted a resolution establishing a Kindergarten in the Winona Normal School. The object of this was not to secure the adoption of kindergartens in connection with the primary schools, but as a means of training the teachers who receive their professional education in the Normal School in the kindergarten methods.

HARVARD.—The total amount of funds held by Harvard University is stated as \$3,959,556.08. The Observatory received \$2,942.50 for the sale of time-signals during the past year, and the term-bills during that period amounted to \$239,945.43. Prizes were given to the amount of \$1,254. The sum of \$100,000 has recently been presented to the College, to build a new hall for the Law School.

PA.—The will of the late General Charles Albright, of Mauch Chunk, Pa., by which he gave most of his property ultimately to Dickinson College, is being contested, it having been made only ten days before his death, and the law requiring that bequests for charitable or religious purposes by will must be made at least one month before the death of the testator.

OHIO.—The Madison Co. Teachers' Association meets regularly on the third Saturday of every month at London, the county seat. The meetings this year have been well attended and the work done has been of such a character as to be very beneficial, in that it has had to do with methods of teaching, together with discussions of those difficulties that every teacher meets. The State school commissioner, Hon. D. F. De Wolf, is present occasionally, and always renders valuable service. The teachers of this county pride themselves in belonging to one of the few counties of the State, comparatively, that supports an association of this kind.

At our last meeting April 18, papers were read by Dr. W. F. Wallace on "Ventilation," Miss Eva Brown of London on the "Importance of schools and teachers," Miss Lizzie Fisher of London on some of the prominent features of an education, having for its title "The stones that make the temple," and F. B. Pearson of West Jefferson on "Teaching and training."

These papers, together with the discussions that were interspersed, rendered the meeting not only interesting but quite profitable to all present. Among the instructors for the annual institute to be held in August are Samuel J. Kirkwood, LL.D., Prof. of Mathematics in the University of Wooster, Ohio, and Prof. J. W. Mackinnon, Supt. of Public Schools at London, Ohio.

KENTON COLLEGE.—The year past has been a peculiarly happy one for "Old Kenyon." The donations to this ex-

cellent institution within a twelvemonths foot up the handsome total of \$25,000. Mrs. Baker, of Columbus, has recently donated \$10,000 to erect a gymnasium, and other important additions to the institution. Some months ago ex-Secretary Delano, of the Interior Department, gave \$10,000, which has been used in the erection of Delano Hall, an additional preparatory building; and Bishop Bedell, whose previous donations to this institution amounted to about \$100,000, has added \$5,000 more, to endow a lecture course, to consist of three lectures each year, for which none but the highest order of talent is to be engaged. It is a matter of the profoundest gratification to the alumni of this institution, and to all its friends and supporters, that the attendance is steadily increasing. It is now fully a hundred per cent more than it was four years ago.

GEORGIA.—A meeting of the citizens of Atlanta, to consider the annual meeting of the National Teachers' Association on July 16th, was called to order in the High School on Washington street on Saturday, April 16th. Dr. Orr, the State superintendent, presided, and speeches were made by various gentlemen, expressing their desire to make the first visit of the Association to the State of Georgia one to be both pleasant and profitable to the visitors and the citizens also. The energy of the citizens of the Gate City was well exemplified in the speeches made, and committees were formed to arrange for the reception of the hundreds of teachers who are expected to come together here. The railroads which center here from the North are showing a commendable spirit of enterprise in the way of reduced fares, increased facilities, etc., and announcements will be made shortly by the Piedmont Air line, the Bay line and the Atlantic Coast line concerning fares.

A committee on reception was appointed to arrange for accommodation at the various hotels and boarding-houses. Major W. F. Slaton, the popular superintendent of schools of Atlanta, was appointed chairman of the committee on arrangements, and full and further announcements will be shortly made.

ILLINOIS.—The permanent school funds of Illinois aggregate \$9,368,480.93, consisting of the permanent, general school proper, being the original Congressional grant when Illinois was admitted into the Union, of 8 per cent upon the net proceeds of the sales of all public lands within this State, amounting now to \$613,362.96; the surplus revenue—being a portion of the money received from the General Government under an act of Congress for the distribution among the several States of the surplus revenue of the United States at that singular period in the history of the nation, away back in 1837, when it was out of debt and strait to trust itself with the keeping of its own money—amounting to \$335,599.32; College fund—being a congressional grant of one sixth part of the three per cent fund, above referred to, for the establishment and maintenance of a State college or university—amounting to \$156,613.32; Seminary fund—being the proceeds of the sales of the "Seminary lands," originally donated to the State by the General Government for the founding and support of a State seminary—\$59,838.72; County funds, created by act of the Legislature, Feb. 7, 1835; \$178,171.79; township funds—being the net proceeds of the sale of the sixteenth section in each congressional township of the State—amounting to \$5,048,279.47; value of school lands unsold, and other lands taken in payment of debts due the township funds, \$2,657,443.48; finally, Industrial University fund—being proceeds of sales of public lands donated by Congress to establish colleges for the benefit of agriculture and the mechanic arts, \$319,178.87. These sums together make the grand total of \$9,368,480.93, above set forth as the aggregate amount of the several permanent school funds of this State.

Add to the above permanent school fund the estimated value of school houses, grounds, apparatus and libraries, \$16,670,835, and we have over \$26,000,000 as an inalienable inheritance of the children of this State, whether rich or poor, for school purposes. Such an endowment as this enhances the value of all real estate in Illinois nearly \$1 per acre; for deducting the water surface, highways, road rights of railways, public grounds, and waste or wild lands, there are only some 30,000,000 acres left; and to the owners of this may all this enormous amount of school property be said, in one sense, to belong.

## FOREIGN.

A FURN teacher in Hull (England), while engaged in striking a boy, let fall a pen from behind his ear into the



left eye of another boy sitting by, which completely destroyed his sight. The law court gave damages of \$500. The practice of carrying pens behind the ear began when quill pens were used. The steel pens now used are dangerous as arrows.

**SWITZERLAND.**—Switzerland has had an excellent educational library, at Zurich since 1878. This institution is under the control of Dr. O. Hunziker.

A second educational museum has recently been established at Berne by a society of 200 members. The cantonal and communal authorities have given aid to the enterprise, so that its success is assured. The museum at Berne is under the control of Director Luthi.

**EGYPT.**—According to the annual report of the French and English Controllers-General in Egypt to the Khedive, education in that country is still in its infancy. Not only is there no good school system in the country towns and villages, there is no good training school for teachers to give promise for the future. The controllers can announce no general system of education for the future on account of the financial difficulties.

**ENGLAND.**—There are now six resident lecturers and nearly ninety students at Newnham, the women's college at Cambridge, England. Twenty-nine of the University professors admit women to their lectures, while an advanced course on eight sets of subjects have been opened to them under special conditions. Girton College, another institution at Cambridge for female education, is largely patronized by the daughters of clergymen. The education of women is said to be far more encouraged in England than in this country, and teachers with a Cambridge diploma are in great demand.

## LETTERS.

I see that much is said in regard to teachers taking educational journals. Unless educational papers are read, it is hardly a wise investment to subscribe for one. I once knew a teacher who I wish was an anomaly among teachers, but I fear the genus is only too numerous. At the time, I took three educational journals and kindly offered them to her to read, as she took no papers of the kind. I never knew her to read an entire article from any of these papers, and yet every number seemed to me to contain valuable suggestions.

She took up the SCHOOL JOURNAL one evening, and languidly asked whether that book fight was still going on, and she got no further than the advertisements of the publishing houses. That was about as much interest as I ever saw her manifest in anything pertaining to education. I was at the time trying to get up a club for an educational paper, but really I had not the heart to ask her to subscribe. Teachers are not made out of such material.

### TEACHER AND LEARNER.

You have three subscribers in this village; but I never see anything in your excellent paper from "away down South in Dixie." This should not be. Tennessee is noted for her prosperous institutions of learning. At Nashville, the capitol of the State, there looms up grandly the Vanderbilt University, heavily endowed and doing a great work for the Southern youth. There is Fisk University also accomplishing a great deal for the colored population. And there you will find the State Normal College, well attended, instructing those who expect to give their energies to educational work, and giving life and system to the theory and practice of teaching. All over this State earnest men and women are striving to raise the standard of education; and they are having good success. Here in this town we have a splendid high school. I am one of the teachers. This is my seventh year in the school-room. The more I teach the more I love the business. You are right, sir, with regard to "who should teach." Please, for the sake of the rising generation of this great republic of ours continue on that line. Be assured, sir, your labor is not in vain. S. B. LOVZ, (Montezuma, Tenn.)

I take your journal and find it an invaluable assistant. I would not do without it for three times the price. I am fully in sympathy with your denunciations of the practice of making teaching a stepping-stone to one of the other professions. Did all so called Educational Journals, speak out in the same fearless manner, we would not require to wait long to see the profession what it ought to be. I have recommended your paper to my brothers in the profession, but do not know that more than one have taken it.

J. B. F.

## EDUCATIONAL MISCELLANY.

For the SCHOOL JOURNAL.

### Suggestions to Teachers About Securing Situations.

By T. W. FIELD, Powers, Ind.

Associate-Editor of the Common School Teacher.

**II. RECOMMENDATION.**—It is proper that a stranger should provide himself with a letter of introduction from some one acquainted with him and the parties he desires to meet. Prudence should govern in this as well as in all other matters. Let it be forcibly impressed upon the mind that there is such a thing as proceeding in the right manner, and enlisting the proper persons in your behalf. No one would be a more fitting person to introduce you by letter than your minister, if he is acquainted with the other parties. If he is unknown to them, your teacher, or some former teacher, may possess the necessary acquaintance. Any person of good standing and influence would answer perhaps well enough, however, a preference for the first mentioned should be maintained.

If no one can be found who is sufficiently acquainted with all concerned, to conscientiously perform this work, then do not use a letter. Get some good recommendations and take with you; the best recommendations for you will be from your former teacher or your minister. Generally they have greater weight influentially than letters obtained from other sources. When such papers can not be obtained from your teacher or pastor, then get them from the next best source. If you have taught before, an endorsement from your patrons, or from the school officers, or better yet, from your county superintendent, will carry much weight with it.

Do not apply for a school until you have been properly examined and licensed. Then when you go on your errand in search of a position, take your certificate with you, that it may be seen if it is requested. It is not good taste to show your certificate to every one, making a sort of "free-exhibition" of it. Many times young teachers rather proud of their achievements act imprudently and thus expose themselves to ridicule.

With a letter of introduction, if you procure one, your recommendations or endorsements, and a teacher's certificate of a good or fair grade, there is not much need of failure. Do not "talk too much." Learn that "silence passes for wisdom." Be courteous and never impatient, school officers very often require time for consideration and counsel, and you must await their decisions.

**Application by Letter.**—Often on account of distance or some other cause, it will become necessary to make your application for a school, by letter. When this is the case you should act with the same care that you would if applying personally. Your letter of application should be well written and brief. It should state your request or application, contain no unnecessary words, and represent nothing but facts. So particular ought you to be regarding this letter that you ought to devote much time and thought to its composition and writing. Do not let it contain one mistake. Be careful of your construction of sentences, orthography, penmanship, punctuation, capitalization and form. You should devote especial attention to the form of your letter. After having composed what you wish to indite, then copy it as carefully as if it were a deed for valuable real-estate. It must not contain a blot, erasure, or interline. Take special pains that your name is written well and properly punctuated. A School Committee of Boston once refused a lady's application for a teacher's position, because she did not place a period after her signature.

In this letter, enclose your recommendations (or copies of them) and a stamp, if you are expecting a reply. If you have not procured testimonials, be sure to name some one as reference. State your age, length of time you have taught, if you have had experience, and give grade of your license. Your letter should not be egotistical nor yet lacking in self-confidence.

**School Agencies.**—You will find by consulting the advertising pages of most all educational journals, the announcements of school agencies which undertake to furnish schools with teachers, and situations to teachers. They generally send a blank to be filled by the applicant. He is required to pay a fee to get his application recorded, and after the situation is furnished, they require a certain per cent. of his first year's salary. Many worthy teachers, save themselves the time, expense, and the trouble of hunting situations, by having their wants supplied by these agencies.

Sufficient hints have been given you regarding the matter of making your application. Another hint and we will conclude the subject. *Do not offer to teach too cheap.* It sometimes has a bad effect. Teachers very often are of only ordinary qualifications, by placing a high estimate upon their services, have succeeded where by offering to teach for low wages they would have failed to get their position. If every teacher would follow this practice, the salaries being offered would be raised and thus teachers would be benefited by it.

*Always enter upon a written contract and have every matter settled and signed before you teach a day.*

### Need of Good Teachers.

"As is the teacher, so is the school." School laws, taxes, officers, buildings, apparatus, books, grading, are all in vain without good teachers. Prof. Hoyt utters a declaration which reflects the enlightened public sentiment of the world. It is this: "If in one sentence I were required to give what I believe to be the most valuable discovery of the educational world up to this present, it would be that *poor teachers are worse than no teachers.*"

This is a very strong expression, and will surprise those who have not considered the subject. He speaks of poor teachers not only as good for nothing, but as worse than nothing—as injurious—as men who are doing mischief in the world. He speaks of this conclusion as a *discovery*. And so it is. The world always knew there was a difference in teachers, but it was a long time in finding out that a poor teacher was doing harm, and not good, in society. Prof. Hoyt calls this the *most valuable* of all the many discoveries in educational science; and so it is, as I verily believe. The incompetent teacher belongs to the category of charlatans, quacks and pretenders of all sorts, and yet is the most mischievous among them; for he practices upon the minds, the characters, the souls of the young. It is something for the awkward mason to spoil a block of granite, something for the pettifogger by reason of his incompetence to ruin his client, something worse for the quack to damage the constitution of his patient by malpractice, something terribly bad for the martinet to sacrifice an army to "red tape;" but the character of the evil done by incompetent pedagogues is worst of all.

The world was slow in reaching this generalization because of the intricacy of the subject. Macaulay says that astronomy is better understood than mental philosophy. It is certainly much easier to understand the outward than the inward world. The contorted tree shows its deformity at once; but the contracted mind may never reveal the fact of a brutal injury inflicted upon it. Parents can see that their children have failed to realize the promise of early youth, but they may never even suspect that the dwarfing came from bad teaching. Many a man bitterly knows the truth of this from his own experience, and needs nothing else to convince him that bad teachers are the enemies of society.—SUFF. RUFFNER, Va. Report.

### Take Care of Your Eyes.

The most serious trouble with readers and writers is, as might be predicted from their peculiar work, *weak eyes*. We find that engravers, watchmakers and all others who use their eyes constantly in their work take extra care to preserve them by getting the best possible light by day, and using the best artificial light at night. The great army of readers and writers are careless, and most of them sooner or later pay the penalty by being forced to give up night work entirely—some to give up reading except at short intervals, under the best conditions, and now and then one loses the eyesight entirely, after it is too late to take warning.

Greek, German, short-hand or any other character differing from the plain Roman type, make a double danger. The custom is to laugh at all warnings till pain or weakness makes attention imperative, and then it is often too late to avert the mischief. Few comprehend the vast number we call a million, but it takes a million letters to make a fair-sized volume of five hundred pages, forty lines to the page, fifty letters to the line. A reader makes an easy day of reading this, but his eye must go over a thousand letters!

We can do no better service to readers and writers than to call attention to this great danger of failure to take the best of care, which is none too good, for the eyes. Every tyro knows that he should have the best light for reading, should shut carefully early dawn or twilight should always stop at the first signs of pain or weariness.



etc. Most know that the glare from a plain, white surface is very trying, and that the eye is relieved by a tint. Recent experiments in Germany are reported to indicate some yellowish tint as the easiest for the eyes. Dark papers, inks that show little color on first writing, faint lead pencil marks that can be read only by straining the eyes, are fruitful sources of mischief. So is bad writing. The bad paper, ink and pencils most of our readers will have too good sense to use.

The intelligent public should so clearly show its disgust at the fine type, solid matter, poor paper and poor printing which some publishers and most periodicals except the best are guilty of offering, that no publisher would dare to attempt the experiment a second time.—*Literary Journal*.

### A Boston Primary School.

There were flowers in the shining windows and pictures on the walls; there were story books and games in the corner; there were pretty slates, with pencils and crayons and bright wools and dissecting puzzles and all sorts of bewildering things. If it were not for the rows of desks, with the pretty poppets behind them, it would be hard to believe that the place was a school room at all. A bevy of busy little people were clustered like bees about the honeycomb of blocks in one place; their eyes were sparkling, as they told and listened to stories about five horses in a field, and five boys on a sled, and five cents in a pocket, and a dozen other conceits in which five was the principal factor.

There were light gymnastics between whiles, during which muscles were unbent, then another group formed itself around the teacher, at the blackboard, asking questions, volunteering suggestions, plucking at her gown, fondling her hands, springing and hopping in glad excitement as some new thought or fancy about the written word before them suggested itself to their eager little minds. Then there was a swift scattering to the low boards which surrounded the room, in order that they might each fix the still fresh idea in black and white as a basis for future occupation.

In another room, the withdrawal of a gorgeous stuffed bird from a box, to be looked at with a view to description, set forty busy pencils at work over forty clean slates, writing down observations almost as fast as they could be spoken. The variety of remarks which could be made by a set of children upon one and the same object showed both originality and perception. The correctness of writing and spelling were simply marvellous: so was the rapidity of thought which was brought to bear on it. There was singing now and again in a sweet and low rather than boisterous fashion, which was in great and pleasing contrast to the shrieking and shouting vocalism of school music in our childhood days.

We saw them learning color from card-board and crewels, precision from arrangement of slate work, facility of expression from their descriptions of pictures or objects, and certainty of facts from constant repetition of words or numbers which have first been presented in some tangible and reasonable form to their understanding. The child who counts out for himself his five block horses and loses three of them by a wild jump over a fence or a runaway, will not be likely to forget that two are left. And he profitably learns something else at the same time—freedom of speech and an easier use of words at least. He comes with eagerness and avidity to the festival which has taken the place of the treadmill, and picks up his unconscious facts as if he were playing with pebbles and shells on the seashore, instead of being obliged to delve them laboriously from the dark mine of knowledge.—*Boston Journal*.

### The Teacher's Vocation.

When young people choose a life-calling from mere caprice, or imitation, or any other reason but the only adequate one of conscious fitness and reasonable hope of remunerative success, the results are apt to be as unsatisfactory as those of marriages entered into hastily, without affection or means of support. In most cases, young people are wedded once for all to whatever calling they have chosen, nor is divorce, on the ground of incompatibility possible.

In the present generation, there seems to be a reaction against the hard manual work of the two or three generations which have made the country what it is. It is increasingly common for farmers' sons to seek a calling whose chief recommendation seems to be exemption from

labor. In consequence of this, the market is flooded with clerks, doctors, clergymen, lawyers, and teachers. In the four former cases, the evil works its own remedy, the incompetent surplus being disposed of by that beneficent law, "the non-survival of the unfittest." But in the case of teachers, there exists a class of people interested in promoting the survival of incompetent teachers, in order to cheapen and underrule the competent. But the position of "the cheap teacher" is not a pleasant one. It will cease to exist as soon as the good sense of the community awakes to the need of abolishing the condition of things which overcrowds the teaching profession with inferior members.

But with really good teachers, the profession is far from being overcrowded, and any young man or woman who has the true vocation for teaching, now, more than at any former time in the history of this country, may count on an assured future of usefulness and honor. Never before has public interest so turned to the subject of education. Both the pecuniary rewards and the social position are rising, and are sure to rise further still.—*Can. School Journal*.

**THE SOUL OF THE SCHOOL.**—The idea that any one can be successful provided he has been over a certain course in school is slowly dying out. Peculiar aptitudes and peculiar training are required. When one has by patient care prepared himself fully for the duties of the station, and has shown himself qualified to conduct a school or a department, we believe it will be found conducive to the best interests of the work to give him large liberty of action. His special training ought to make him better prepared to decide questions of management, than those who have had no such experience. Having found a reliable man, unto whom the work of the schools is to be entrusted, it is poor policy to hamper him by restrictions in small details. His ways are the best for him, and to cause him to adapt them to the ideas of an outside body is frequently to interfere sadly with his success. It is too often like a "gentleman farmer" instructing his laborer how to swing a scythe, or his carpenter how to drive a nail.

This leads us directly to the necessity of strong personality and enthusiasm on behalf of the teacher. Every intelligent observer must have noticed how much, after all, depends upon the individual. Fine houses, expensive surroundings, many books, much apparatus, may all be good, but they do not insure success. The soul of the school is the teacher. His must be the steady flame at which other torches can be lighted. If he is careless and indifferent, the scholars will be like him. If he is noisy in his work, they will insensibly become so. If he is energetic and painstaking, they will imitate his methods.

A good, live teacher will do much toward overcoming the difficulties which surround him. It is mind, after all, which is both the means and measure of success. There are true teachers in some of our schools, with limited appliances, producing excellent results; there are others whose every want is supplied, producing inferior results. Considered purely as an investment there is nothing yields surer returns than a conscientious teacher with a talent for his special work.—*The Student*.

**ASSIGNING LESSONS.**—1. Be sure you have the attention of every member of the class, before you attempt to assign a lesson. Secure this attention by some method that will call their attention sharply to the subject.

2. Define clearly the limits, i.e., state just where to begin and where to end. Saying to the class, "Take as far as you can," seldom secures a good lesson.

3. Specify, not what lesson you want them to get but just what in the lesson you deem most important.

4. Give the pupils a hint how best to study the lesson. It is a good plan, sometimes, to have the pupils read important parts of the lesson when assigned, and talk with them a little about it, explain a little here and there to give them a start in the work. It is often the case that pupils do not read the lesson intelligently, and of course under such circumstances they do not study it rightly.

5. Teachers should study each lesson, not so much for the purpose of learning the subject matter as to learn how to best present it to their pupils. No teacher should expect to succeed who does not take pains in assigning the lesson. Here the experience and judgment of the teacher should be of such a character as to greatly aid the pupil in his work. The start the pupil gets in any study has much to do with the interest he will take in it and the success he will have in pursuing it.

### The Late Emperor of Russia.

Alexander II., Czar of Russia, was born April 19, 1818. His father was Nicholas, who became Czar by the death of Alexander I., and the refusal of his older brother Constantine to accept the crown. His mother was a sister of the present Emperor William of Germany. Alexander's education was very carefully attended to by his father. His immediate tutors were Generals Frederics and Kavelin. Nicholas was a man of stern and warlike nature. His accession to the throne was resisted by a part of the army, and the revolt was extinguished in a sea of blood. This event intensified the stern and merciless character of Nicholas, who ruled Russia with a rod of iron. Practically he kept the empire throughout his reign under martial law. He made everything second to the army, filled all offices with military men and sought only to make the nation one vast army. But from his mother Alexander II. inherited a very different disposition. In childhood he was conspicuous for his gentleness, his good temper, and for his freedom from the outburst of violent passion that were characteristic of the Romanoff family.

In early manhood Alexander traveled through Germany, Italy and England, but his father's dislike for Louis Philippe prevented his visiting France. His majority was declared May 8, 1834, and from the age of eighteen he participated in the state councils and assisted his father in the management of the empire. He married Maria Alexandrovna, daughter of the duke of Hesse-Darmstadt, April 28, 1841. This was reputed to be not a state alliance, but a genuine love-match.

Nicholas died early in 1855, after having formally made over his empire to Alexander and exacted from him and Constantine a promise of friendship and harmony toward each other. Alexander became Czar March 2, 1855, in the midst of the Crimean war, when Russia was engaged in hostilities with England, France, Sardinia and Turkey. Immediately on ascending the throne he announced that no change would be made in the conduct of the war. Sebastopol was taken by the allies in September, 1855. Negotiations for peace were begun early in 1856, through the mediation of Prussia and Saxony, and a treaty of peace was concluded on March 30, 1856. The ceremony of Alexander's coronation, which had been postponed on account of the war, was performed at Moscow September 7, 1856.

Peace and sovereignty afforded Alexander the opportunity he had desired to relax the military despotism of his father. He materially reduced the army, and took steps to place the national finances on a sound basis. He emancipated the nation from the military routine which had for twenty years permeated every department of administration. He dissolved the greater part of the military colonies, relieved the schools of military discipline, and substituted civilians of learning for army officers in the professorships. He relaxed and limited the censorship, abolished espionage, and endeavored to correct the too prevalent official corruption. He retired officials whose only merit was long service and fidelity to the established routine, and advanced to important places young men of capacity and intelligence. He encouraged industry, and promoted the commercial interests of the empire, removed the obstacles in the way of Russians visiting foreign lands, granted a general amnesty to political offenders, both Poles and Russians, recalling the exiles from Siberia and allowing fugitives to return to their homes, and began a grand scheme of internal improvements; chiefly in the way of promoting the building of railroads, for which several wealthy Americans have abundant reason to remember him with gratitude.

The greatest event of Alexander's reign was the emancipation of 23,000,000 serfs. He conceived of the idea of doing this before his father's death, and he was assisted in the arrangement of the preliminaries by Nicholas Milutin and General Bostoffzoff. The ukase of emancipation was promulgated March 3, 1861, and the program of emancipation was mainly carried out during the next two years, though on account of the unwillingness or inability of some of the serfs to perform their part of the compromise with the landholders the condition of many of the serfs is yet practically unchanged. When the landholders protested against emancipation the Czar reminded them that if revolution was to occur it had better be from above than from below. Whether the emancipation be regarded as an act of humanity or as to act of far seeing statesmanship, it does infinite credit to the heart or to the head of Alexander.



When Germany had placed France *hors du combat* in 1870, Alexander declared that he considered himself no longer bound to respect that part of the treaty which concluded the Crimean war, by which he agreed to maintain no war vessels on the Black Sea.

When this declaration was made the signatory powers went through the form of modifying the treaty, and so saving their self-respect.

In 1870 the Czar extended his reforms by abolishing the hereditary character of the parochial clergy, reorganizing the army on the Prussian model, and vastly extending the educational system. His work of reformation had been interrupted by the Polish insurrection of 1863, which was put down with characteristic Russian barbarity.

In 1867 the Czar sold his American territories to the United States for \$7,000,000. In 1877 Russian troops under Gen. Kaufmann conquered Khiva and annexed part of the territory to Russia. This was the Czar's second move toward the heart of Asia; the first one having been the successful war against the Ameer of Bokhara, and the occupation of Samarcand, in 1866.

Though it may seem a little inconsistent, the absolute monarch of all the Russias and the democratic government of the United States have always been on more than usually friendly terms. The Czar was liberal at heart and rather enjoyed the prosperity of a democracy that was six thousand miles away. A republican movement in Germany, Austria, Italy or France was too near his own subjects, and he took a different view of it, though he never looked at it from his father's standpoint. In the Crimean war he had the sympathies of Americans because he was a Christian and a European and his enemy was an Asiatic and a Mohammedan. In our civil war he returned the compliment by sympathy and friendly words for the United States at a moment when England was undisguisedly hostile, France was violating the Monroe doctrine in Mexico, and the Pope sent his congratulations to Jefferson Davis and intimated a willingness to acknowledge the independence of the Confederate States. He twice sent the Grand Duke Alexis to study American institutions.

The Czar had good reasons for being continually in fear of his life, for the various attempts made upon it would make a long list. One of the most noted attacks, though not the first one, was made in Paris in 1865, during the International exposition, by a Pole named Beresowski. He was recently fired at by a Nihilist in St. Petersburg, as he was about to enter his carriage. The two most notable attempts to take his life were made by the Nihilists in their organized capacity. A couple of years ago a mine was exploded under the dining-room of the Winter palace, doing great injury to the building and killing many of the guards who were on duty. The fact that the Czar and his party were late at dinner was all that saved their lives. On December 2, 1879, an infernal machine was exploded on the railroad near Moscow, wrecking the train containing the Czar's baggage, which the conspirators mistook for the train in which he was traveling. In spite of all the attempts made to assassinate him the Czar lived beyond any expectation that the fates of his predecessors would have warranted him in expecting, for he was 62 years old last April, and it is a tradition in his race that no Emperor of all the Russias will ever live to see his 90th birthday, as none had lived to see it since the Russias became an empire. The Empress Catherine II., who was more of a man than many emperors, did, indeed, live to be nearly 70 years of age, but that precedent appears to be little regarded. The Emperor Nicholas was slain by "Gen. February" four months before attaining his 60th year; and, when the Grand Duchess Mary, the reigning Emperor's eldest sister, lay on her death-bed last year at the age of 57, she bade her imperial brother farewell, with an ominous intimation that she expected within two years to see him again in the other world.

Although his marriage is said to have been a love match, his domestic life was not a happy one—for his wife. She died less than two years ago, broken-hearted, according to general report, on account of his notorious amours with the Princess Dolgorouki. To this woman he finally gave a legal standing, beingmorganatically married to her a few months ago. One of the conditions on which his children consented to this was his virtual abdication, and the Czar, since his last marriage, has been in retirement at his favorite country seat of Livadia, all power except that of making peace or war having been confided to his heir and a council of ministers.

The Czar had a large family of children. The first born, Nicholas, died in Nice, in 1865. Alexander, the present heir to the throne, is understood to have no sympathy with his father's Germanic preferences and liberal disposition, and to resemble his uncle, Constantine, and his grand-father, Nicholas. He was born March 10, 1845, and in 1866 married the Princess Dagmar of Denmark, sister-in-law to the Prince of Wales. The third son, Alexis, has twice visited this country. The eldest daughter, Marie, was married to the Duke of Edinburgh, Jan. 23, 1874.—*Winona Republican*.

### Carlyle.

I intend no disparagement of Carlyle's moral qualities in saying that he was almost sure finally to disappoint one's admiration. I merely mean to say that he was without that breadth of humanitarian sympathy which one likes to find in distinguished men; that he was deficient in spiritual as opposed to moral force. He was a man of great simplicity and sincerity in his personal manners and habits, and exhibited even an engaging sensibility to the claims of one's physical fellowship. But he was wholly impenetrable to the solicitations both of your heart and your understanding. I think he felt a helpless dread and distrust of you instantly that he found you had any positive hope in God or practical love to man. His own intellectual life consisted so much in bemoaning the vices of his race, or drew such inspiration from despair, that he couldn't help regarding a man with contempt the instant he found him reconciled to the course of history. Pity is the highest style of intercourse he allowed himself with his kind. He compassionated all his friends in the measure of his affection for them. "Poor John Sterling," he used always to say, "poor John Mill, poor Frederic Maurice, poor Neuberg, poor Arthur Helps, poor little Browning, poor little Lewes," and so on; as if the temple of his friendship were a hospital, and all its inmates scrofulous or paralytic.

You wonder how any mere mortal got legitimately endowed with a commiseration so divine for the inferior race of man; and the explanation that forced itself upon you was that he enjoyed an inward power and beatitude so redundant as naturally to seek relief in these copious outward showers of compassionate benediction. Especially did Carlyle conceive that no one could be actively interested in the progress of the species without being intellectually off his balance, and in need of tenderness from all his friends. His own sympathy went out freely to cases of individual suffering, and he believed that there was an immense amount of specific divine mercy practicable to us. That is to say, he felt keenly whatever appealed to his senses, and willingly patronized a fitful, because that is a picturesque, Providence in the earth. But as to any sympathy with human nature itself and its inexorable wants, or any belief in a breadth of the divine mercy commensurate with those wants, I could never discern a flavor of either in him. He scoffed with hearty scorn at the contented imbecility of church and state with respect to social problems, but his own indifference to these things, save in so far as they were available to picturesque palaver, was infinitely more indolent and contented. He would have been the last man formally to deny the divine existence and providence, but that these truths had any human virtue, any living efficacy to redeem us out of material and spiritual penury, I don't think he ever dreamt of such a thing.—*Atlantic*.

### Education Should Commence Early.

Education should begin at the earliest period of conscious existence. Everything that can make an impression upon the senses of the child, whether in the form of visible objects or tones of voice, becomes of importance as educational influences. The mother at home and the teacher at school should so arrange these objects that the impressions conveyed will exactly respond to the power of the child most active at the time, and in such a way that each in its time will excite the deepest interest and leave the most permanent impression.

Early impressions are most durable, and many a man has tried in vain to overcome evil habits contracted in childhood. This is especially true in regard to habits of speech. Again, by a proper attention to the character and order of the impressions made upon the mind of the child, a large amount of knowledge can be gained incidentally and unconsciously, thereby saving the time and effort which would be needed in acquiring the same knowledge

at a later period. The early education, however, is possible only through the efforts of thoroughly educated mothers, and all that teachers can do is to supplement the instruction commenced in the nursery.

In regard to this subject, Herbert Spencer says: "Whoever has watched with any discernment the wide-eyed gaze of the infant at surrounding objects, knows very well that education does begin thus early, whether we intend it or not; and that these fingerings and suckings of everything it can lay hold of, these open-mouthed listenings to every sound, are the first steps in the series which ends in the discovery of unseen planets, the invention of calculating engines, the production of great paintings, or the composition of symphonies and operas. The activity of the faculties from the first being spontaneous and inevitable, the question is, whether we shall supply in due variety the materials on which they may exercise themselves; and to the question so put, none but an affirmative answer can be given."—*Jonsonist*.

### Selection of School Teachers.

The prevailing practice has been, in our graded districts, to place the youngest, cheapest, and least experienced teachers in the primary schools. This is wrong, for it is in these schools that the foundation is laid for future scholarship and usefulness. Then, again, the work is more difficult, as it requires ceaseless watchfulness to keep employed and under proper discipline, and at the same time impart just such instruction as is adapted to the development of young minds. Proficiency in the branches to be taught is but a small part of the qualifications of a good primary teacher. We want more tact, devotion to work, and much experience in these schools.

The frequent change of teachers is a great hindrance to the improvement of our schools, operating with almost unvarying constancy from year to year, especially in the rural districts. It is evident that our school officers are not aware to what an extent these changes retard the progress of education in our schools. The rule should be "get good teachers and then keep them as long as possible." Every teacher commences his labor in a school with which he is unacquainted under very considerable disadvantages, which would not exist if he were not a stranger.

A considerable portion of a brief school term is often spent before teachers and pupils come to a good understanding and get into working condition. A teacher, between whom and the school there is a mutual acquaintance, has many important advantages over a change. He is familiar with the natural characteristics of his scholars, and this is a cardinal point in successful school teaching; he knows their proficiency and is prepared to carry the school forward with rapid progress from the day of its commencement. The subject should be more thoroughly considered by our district officers than it ever yet has been. If a teacher has been found competent and successful, that teacher ought by all means, if possible, to be retained. The difference of one or two dollars per week in wages ought not to have any weight against the obvious advantages of re-employment.—*Laurens Republican*.

THOUGHT NECESSARY TO SKILL.—What makes a skilled workman? Some men follow a trade for a score of years without becoming proficient in it, while others acquire the aptitude of experts in two or three years after passing their apprenticeship. It is evident that the qualifications of a skilled workman do not necessarily come from a long term of practice. The skilled workman, it will be observed, exercises his brains as well as his hands. The man who acquires a skill superior to that of his fellow workmen and commands better wages is the man who thinks. While the take-it-easy mechanic, whose leading ambition is to put in a certain number of hours a day and get away from the shop, is bawling the foreman for instructions in overcoming some difficulty, his thinking fellow-worker contrives a plan of his own and accomplishes the desired object. The demand is for more mechanics who think, not only in the shop, but out of it—those who probe outside sources of information in order to advance themselves in those qualifications which are sure to command recognition.

### HORSFORD'S ACID PHOSPHATE

IN INDIGESTION AND NERVOUS DISEASES.

I have extensively used Horsford's Acid Phosphate in my practice, in cases of Dyspepsia, Nervous Prostration, and kindred affections, and I have almost invariably obtained good results.

Philadelphia.

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**APPLETON'S STANDARD HIGHER GEOGRAPHY.** New York: D. Appleton & Co.

This volume is the second of a very important series of geographical works for schools. It cannot but be apparent that a great advancement has been made respecting the mode by which the facts concerning the earth are to be presented to the learner. And this is clearly shown by this volume. Casually looking through it, one is struck by its general attractive appearance. Then settling down to make a more careful examination numerous points of excellence are apparent. These will be stated somewhat in detail.

The earth has been too often considered without reference to the fact that it is fitted up as the home of man. The vegetation, the rivers, the rain-fall, the sunshine, the productions, the animals, the manufactured products, the routes of travel and traffic, depend on the construction of the globe. The social and political life of man, his history and progress depend on the physical structure of the earth. The result of a study of geography should be to fix the dependence of the life of man on the structure of the globe.

This geography does this in an admirable manner. (1) Prominence is given to the physical departments of geographical knowledge. On pages 12, 13, 14 the subjects of climate, moisture, rain, vegetables and animals are clearly presented. The rain map there exhibited is an interesting feature. This is followed on succeeding pages with maps showing the physical characteristics of each country. On pages 20 and 21 the map of North America is given and the description of the structure and productions of North America. In a similar way the other parts of the world are treated.

(2) The Industries of the world are carefully portrayed. The earth was made as a home for man, and his labors on it are the means by which he is enabled to live. The pages and subjects that strike us on a survey of the volume are as follows: Page 15, coal mining; page 32, wheat harvesting; page 41, petroleum wells; page 45, cotton-picking; page 47, tar-making; page 84, ship building; page 88, silk-making (this besides is a beautiful lesson in natural history); page 92 has five industries exhibited; page 101 has the same number; page 103 shows the teaplan and the mode of manufacture.

(3) A scientific generalization of the facts to be given. Sections that are alike in their general character are grouped together. Thus on pages 28 and 29, 32, 33, 36 the facts respecting the United States are well generalized, so that in the descriptions of the States only the special features are mentioned. Hence, cumbersome details are avoided, and yet there is sufficient fullness of statement.

(4) The Maps. This important feature is without a fault. There are physical and political maps and each are clear and well made; but the former are constructed so as to be in effect indexes to a vast collection of geographical knowledge. A good teacher with the physical map of the United States on the 34th page would be able to do effective work with no text for his pupils to learn. We consider this map as one of the finest and most instructive yet placed in an elementary text book.

(5) The illustrations are well suited to such a volume. Not only are they admirable as works of art, but they are in the

highest degree instructive. The bouquet of grains on page 12 embraces rice, rye, millet, wheat and barley. This certainly is an advance on the usual pictures—the half dozen buildings said to be Moscow or Teheran. The work of the people, their means of getting a living, the animals, the productions, and characteristic scenes are well set forth.

(5) Map Drawing. This important feature is well exhibited, and the mode by which maps may be drawn on the blackboard is explained. The result of a use of this volume will be to encourage the drawing of maps.

(7) Pronunciation. It is an excellent feature that geographical names are followed by the proper pronunciation in italics. At the end of the volume reference tables are found pointing out the location of the places and giving the pronunciation also. This an ingenious teacher will find very useful.

In addition to the above features we find historical maps, map-drawing, tables of statistics, imports, exports, crops, etc.

This survey of the volume would not be complete if it neglected to notice the admirable binding. As a specimen of good workmanship we know of nothing that can exceed it. Two separate pieces of cloth hold the leaves in place and then the book is bound in cloth beside. The artistic stamp on the outside in indelible colors is exceedingly attractive.

We congratulate the publishers on the issue of this elegant, well arranged, well-printed and skillfully prepared volume, and predict its widespread popularity.

**A FAIR BARBARIAN.** By Mrs. Frances Hodgson Burnett. Boston: James R. Osgood & Co. Price \$1.00.

The many readers of "A Fair Barbarian" as it ran through *Scribner's*, will gladly herald its appearance in the neat and tasteful form which Messrs. J. R. Osgood & Co. are giving it to the public. To give a slight idea of the success which it is meeting with we mention the fact that 5,000 copies were sold in one day. "A Fair Barbarian" is a delightfully fresh and realistic picture of one phase of American girlhood, and as the scene is laid in England the book has a cosmopolitan interest. In coming out as a serial, Mrs. Burnett's story has been put to a severe test; but it has stood it well, and we are certain that its new and substantial form will treble the number of admirers it has gained during the last three months in *Scribner's*.

**DAB KINZER.** The story of a growing boy. By William O. Stoddard. New York: Charles Scribner's Sons. Price \$1.00.

Mr. Stoddard has been very successful in his delineation of boy-life in short magazine stories. "Dab Kinzer," a longer, effort appeared in the last volume of *St. Nicholas* and those who read it there need not be told what a pleasant account it is of a young boy's life in the country. Perhaps Mr. Stoddard will have something more to tell about Dab, or Dabney, as the concluding paragraph says, that he had made a good beginning, and the *St. Nicholas* readers will want to hear more of the school days at Grantley.

## MAGAZINES.

Thomas Carlyle is the theme of the month and *Scribner's* (May) is not behind hand in giving his portrait engraved by T. Cole. It is accompanied by Mr. Emerson's "Impressions in 1848" of the English writer, and a criticism of his literary work by George Saintsbury. Sir Julius Benedict's article on Jenny Lind, with portrait, will be valued by American people and bear

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Author of "Studien und Plaudereien," Freunde unter Classe, Director of Stern's School of Languages, formerly Principal of the German Department of Dr. Sauveur's School of Languages, and Lecturer at the Summer Normal School at Amherst College, 1878 and 1879.

Summer School at Catskills, N. Y., will re-open July 6th, under Prof. Menno Stern; Winter Term at Stern's School of Languages, New York, 309 Madison Ave., as usual, October 4th.

more weight as the writer brought her here in 1850. Another paper of interest is the one on "Artemus Ward: his Home and his Family." George E. Waring, Jr., begins a series of papers on the "Sanitary Condition of New York," and George W. Cable a novel.

*Lippincott's* for May contains a readable article on the "House of Commons," by Mr. William H. Rideing; just now, when so much interest centers at Washington, this topic is of particular moment. Felix L. Oswald continues his descriptions of "Zoological Curiosities" and dwell upon "A step-child of Nature," the sloth. These two and "Oyster Culture," by W. F. G. Shanks are all illustrated. The stories are not remarkable neither is the poetry, but the balance of this number deserves praise.

The opening article in the April *Magazine of Art* is valuable for reproducing pictures by Guido, Murillo and Sir Joshua Reynolds. The notes on wood carving have run into a second paper, no less interesting than its predecessor. Leon Bonnat is the subject of the article under the general caption "On Living Artists," and the description of himself and his work is supplemented by his portrait and the copy of one of his paintings. There are two full pages pictures, each worthy of a frame: "The Forbidden Book," by Karel Ooms and "Young Troubles," by George Knorr. There are a number of other papers on topics relating to art, entertaining and instructive.

The May *Wide Awake* is as fresh and bright as the month which its presence indicates. The short stories are prominent feature and are by such writers as M. E. W. S., Margaret Sidney, Mrs. Ella Rodman Church, Mrs. Lucy Gibbons Morse. The money prizes amounting in all to \$50 are offered for the best descriptions of home amusement. The frontispiece is the work

of F. H. Langren and is very delicate. George MacDonald's "Warlocks' Glennarlock," which is issued in installments at the back part of the magazine, is affording the older members of the families into which *Wide Awake* goes, the opportunity of reading another of this writer's sterling productions.

## PAMPHLETS.

John Swinton's *Travels. Current views and notes of forty days in France and England.* New York: G. W. Carleton & Co. Price twenty-five cents.—Annual Report of the common schools of Cincinnati.—Annual Report of the State Superintendent of Schools for Tennessee, 1880.—State of Wisconsin, Report of the State Superintendent.—Supplies authorized to be used in the primary and grammar schools of the city of New York.—Illustrated catalogue of Seth Thomas, clocks, 1880.—Catalogue Collegii Hamiltonensis. 36th Annual Report of the New York Bible Society, 1880.—Department of Science and Art of Ohio Mechanics' Institute.—On the physical basis of Life. By Martin H. Huxley. Humboldt Library. J. Fitzgerald & Company, New York. Price fifteen cents.—Ehrich's Fashion Quarterly, spring number, is filled with reading matter and prices and descriptions of all kinds of fancy articles.—How we fed the Baby to make her Healthy and Happy. By C. E. Page, M.D. New York: Fowler & Wells. Price fifty cents. In this pamphlet the writer tells how she brought up an infant in the first six months of its life without having colic, canker, sore mouth or colds. Young mothers would do well to read this book; they will find it full of ideas.

Let our people find a new meaning in the divine oracle which declares that a "little child shall lead them," for our little children will soon control the destinies of the Republic.—PRAE GAERLENS.



## THE YOUNG FOLKS' CYCLOPEDIA OF

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COMMON THINGS, 690 PP., \$3.00.BY J. D. CHAMPLIN, JR.  
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In another column Bradley & Co., Philadelphia, advertise for the services of the older class of scholars, in vacation, and unemployed teachers; to use them in distributing their works, Mitchell's General Atlas of the World and The Ladies of the White House. Of late years a great number of youths have had their first experience of business and self-support and obtained the means for higher education by book-cannvassing.

These two works are choice, elaborate, and of large sale. Bradley & Co., are a subscription book publishing house that has been located in one spot and the same building for 33 years. They have run several subscription books into editions of over 100,000 copies; of Fleetwood's "Life of Christ," in various editions, they have sold over 500,000 copies. They are also large manufacturers for other publishers; many works of great popular sale being printed and bound by them.

Mitchell is the well-known author of school geographies. This atlas is a large folio volume, copper-plate, colored and bound in a new and elegant manner. One engraver is solely occupied always in putting into the plate, new villages, railroads and the changes of the world. There is no practical limit to the sale of the atlas, because a lady or gentleman who is not sufficiently interested or in funds to order at one period frequently becomes within three or four years a ripe purchaser. And Bradley & Co. will advise those consulting them what towns and counties are most in need of the atlas with its 130 maps and plans, each one nearly as good as a \$3 or \$5 wall map.

The Ladies of the White House, by Mrs. Laura C. Halloway, is a biography of every lady who has been mistress of the White House, Mrs. Washington and Mrs. Garfield inclusive.

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Yet he who takes for love's sweet sake  
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I bow before the noble mind  
That freely some great wrong forgives;  
Yet nobler is the one forgiven  
Who bears that burden well and lives.  
It may be hard to gain, and still  
To keep, a lowly, steadfast heart;  
Yet he who loses has to fill  
A harder and a truer part.  
Glorious it is to wear the crown  
Of a deserved and pure success;  
He who knows how to fail has won  
A crown whose luster is not less.  
Great may be he who can command  
And rule with just and tender sway;  
Yet is diviner wisdom taught  
Better by him who can obey.  
Blessed are they who die for God  
And earn the martyr's crown of light;  
Yet he who lives for God may be  
A greater conqueror in his sight.

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A POLITICAL demagogue recently declared that "so long as the people are silent under their wrongs, their oppressors will be deaf to their cries."

"My will, not thine, be done," turned Paradise into a desert. "Thy will, not mine, be done," turned the desert into a Paradise, and made Gethsemane the gate of heaven.—DR. F. PRESENER.

Mr. George R. Lockwood, the well known publisher of this city, has taken as a partner his son Richard B. Lockwood, and the firm is now George R. Lockwood & Son. The book business seems to run naturally and steadily in this family. The new partner is the fourth generation that has pursued it. Mr. Roe Lockwood the father of G. R. Lockwood, carried on business in Broadway, near Canal street for many years and was widely known. The firm have the good wished of all who buy and sell books not only, but of all who delight in the prosperity of well devoted labor.

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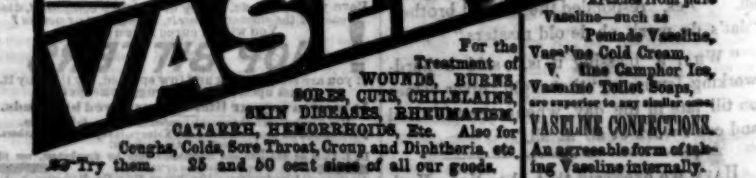
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